

24th April 2026

SCHOOL VACANCY BULLETIN

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External Adverts Based In LBB

Early Career Class Teacher

Location: Hunters Hall Primary School, Alibon Road, Dagenham, RM10 8DE
Salary: MPS (inner London rate)
Required: September 2026
Email: office@hunters-hall.bardaglea.org.uk
Interviews: Week Beginning Monday 18th May 2026
Closing Date: Friday 8th May 2026 at 09:00

Are you passionate about supporting our embedded Thrive Approach practice which aims to develop confident, curious, and emotionally resilient individuals?

We are seeking to appoint an enthusiastic, highly motivated and caring teacher. The ideal candidate must have high expectations of achievement and behaviour for all pupils. They must also be a team player who is willing to contribute to the continued improvement of our school.

The pupils at Hunters Hall are positive and enthusiastic learners and fun to work with! Our staff are welcoming, enthusiastic, caring, hardworking and supportive.

We can offer:

- Well-resourced classrooms
- Excellent CPD opportunities
- Supportive colleagues and SLT

We welcome informal visits to the school prior to application and look forward to meeting you. Full job description, person specification and application form are available on our website [Vacancies - Hunters Hall Primary School](#) or by emailing office@hunters-hall.bardaglea.org.uk.

Closing date: Friday 8th May 2026 9:00am

Shortlisting: Tuesday 12th May 2026

Interviews: W/C Monday 18th May 2026

Equality and Diversity

We are committed to encouraging and sustaining a positive and supportive working environment for our staff, and an excellent teaching and learning experience for our children. As a provider of employment and education, we value the diversity of our staff and pupils, and all our staff are equally valued and respected. We are committed to providing a fair, equitable and mutually supportive learning and working environment for our pupils and staff.

Safeguarding

The school is committed to safeguarding and promoting the welfare of children and expects all members of staff to share this commitment.

If you are shortlisted for the position you are applying for, you will be required to complete a Declaration giving details of any relevant criminal offences and other relevant information

relating to our safeguarding duty. Further information will be provided on that form. In addition to the Declaration Hunters Hall Primary may undertake online searches for shortlisted candidates (including social media) in accordance with KCSIE 2022.

A copy of Hunters Hall Primary Child Protection and Safeguarding policy and the Safer Recruitment Policy are available on our website at www.huntershallprimary.org.uk

It is an offence to apply for a post involving regulated activity if you are barred from engaging in regulated activity relevant to children.

Following successful application, Hunters Hall Primary will carry out the necessary prohibition checks for any member of staff appointed to carry out teaching work.

Any offer of employment will be made conditional upon a satisfactory enhanced DBS check and barred list check (where applicable to the role in question).

This role is considered exempt from the Rehabilitation of Offenders Act 1974 and the amendments to the Exceptions Order 1975, 2013 and 2020. Which means that when applying for certain jobs and activities certain spent convictions and cautions are 'protected', so they do not need to be disclosed to employers, and if they are disclosed, employers cannot take them into account.

Class Teacher

Location:	Henry Green Primary School, Green Lane, Dagenham, RM8 1UR
Salary:	Inner London MPS
Website:	<u>Henry Green Primary School – Learning together, Learning for life</u>
Email:	<u>office@henrygreen.org.uk</u>
Required:	September 2026
Interviews:	Week Commencing 4 th May 2026
Closing Date:	Friday 1 st May at Noon

Application Requirements: Qualified Teacher Status (QTS), ECT's warmly welcomed

At Henry Green Primary School, we are proud to be a nurturing and inclusive school where children are at the heart of everything we do. We believe in creating a safe, caring and supportive environment where every child and adult feels they belong and can flourish.

We are seeking to appoint a committed and enthusiastic teacher to join our team from September. This role would suit someone who is passionate about teaching and learning, values relationships, and understands the importance of getting children emotionally and developmentally ready to learn.

About Henry Green Primary School

Henry Green is more than a school – we are a family. Located in Barking and Dagenham, London's most deprived borough, we serve a richly diverse community where 66% of our pupils speak English as an additional language and 27% are disadvantaged. Despite these challenges, our pupils flourish because they feel safe, known, and valued in our nurturing environment.

Our ethos, The Henry Green Family, and our ASPIRE values (Achieve, Succeed, Persevere, Inspire, Respect, Enjoy) guide everything we do. We are proud holders of IQM Flagship Status and recognised by Challenge Partners as an Area of Excellence for Nurturing Regulation and Readiness.

We are committed to creating therapeutic classroom environments and transforming our outdoor play provision to ensure every child enjoys purposeful, healthy play. Our focus on inclusion, emotional wellbeing, and high expectations creates a school where all children can shine.

We are looking for someone who:

- Has a genuine passion for Early Years and Reception teaching
- Is warm, reflective and emotionally available for children
- Understands the importance of play, exploration and language development
- Works well as part of a team and values collaboration
- Has high expectations for all children and believes every child can succeed

We offer:

- A friendly, supportive and values-led school community

- A strong and caring EYFS team
- Children who are happy, curious and eager to learn
- A commitment to staff wellbeing and work–life balance
- High-quality professional development and coaching
- A thorough induction and support programme, including for ECTs
- Leadership that is visible, supportive and child-focused

We are proud of our inclusive practice and our strong sense of belonging for both children and staff.

Visits

Visits to the school are essential and strongly recommended. Please contact the school office on 020 8270 4466 or email office@henrygreen.org.uk to arrange a visit.

Application details

Closing date: Friday 1st May at Noon

Interviews: Week Commencing 4th May 2026

For an application form and further details, please contact the school via office@henrygreen.org.uk OR visit our website at [Henry Green Primary School – Learning together, Learning for life](#)

Henry Green Primary School is committed to safeguarding and promoting the welfare of children and young people. All appointments are subject to enhanced DBS checks and relevant safeguarding procedures. We welcome applications from all sections of the community and are proud to be an inclusive employer.

SEND Class Teacher

Location: Henry Green Primary School, Green Lane, Dagenham, RM8 1UR
Salary: Inner London MPS
Website: [Henry Green Primary School – Learning together, Learning for life](https://www.henrygreen.org.uk)
Email: office@henrygreen.org.uk
Required: September 2026
Interviews: Week Commencing 4th May 2026
Closing Date: Friday 1st May at Midday (12:00 Noon)

Application Requirements: Qualified Teacher Status (QTS)

At Henry Green Primary School, we are proud to be a nurturing and inclusive school where children are at the heart of everything we do. We believe in creating a safe, caring and supportive environment where every child and adult feels they belong and can flourish.

We are seeking to appoint a committed and enthusiastic SEND teacher to join our Inclusion team from September. This role involves working closely with children with a range of additional needs and would suit someone who is passionate about inclusive education, values relationships, and understands the importance of meeting children where they are so they can thrive. The role will include teaching across our specialised classrooms (The Nest), supporting pupils working within pre-formal and semi-formal pathways, and delivering highly personalised learning experiences.

About Henry Green Primary School

Henry Green is more than a school – we are a family. Located in Barking and Dagenham, London's most deprived borough, we serve a richly diverse community where 66% of our pupils speak English as an additional language and 27% are disadvantaged. Despite these challenges, our pupils flourish because they feel safe, known, and valued in our nurturing environment.

Our ethos, The Henry Green Family, and our ASPIRE values (Achieve, Succeed, Persevere, Inspire, Respect, Enjoy) guide everything we do. We are proud holders of IQM Flagship Status and recognised by Challenge Partners as an Area of Excellence for Nurturing Regulation and Readiness.

We are committed to creating therapeutic classroom environments and transforming our outdoor play provision to ensure every child enjoys purposeful, healthy play. Our focus on inclusion, emotional wellbeing, and high expectations creates a school where all children can shine.

We are looking for someone who:

- Has experience working with children with complex needs
- Has a genuine passion for SEND and inclusive practice
- Demonstrates a strong understanding of communication, emotional development, and adaptive teaching approaches
- Is warm, reflective and emotionally available to support children's needs

- Understands the importance of play, exploration and language development in supporting learning
- Works effectively as part of a team and values collaboration
- Has high expectations for all children and is committed to ensuring every child can succeed

We offer:

- A friendly, supportive and values-led school community
- A strong and caring Inclusion and SEND team
- Children who are happy, curious and eager to learn
- A commitment to staff wellbeing and work–life balance
- High-quality professional development and coaching
- A thorough induction and support programme, including for ECTs
- Leadership that is visible, supportive and child-focused

We are proud of our inclusive practice and our strong sense of belonging for both children and staff.

Visits

Visits to the school are essential and strongly recommended. Please contact the school office on 020 8270 4466 or email office@henrygreen.org.uk to arrange a visit.

Application details

Closing date: Friday 1st May 2026 at Noon

Interviews: Week Commencing 4th May 2026

For an application form and further details, please contact the school via office@henrygreen.org.uk OR visit our website at [Henry Green Primary School – Learning together, Learning for life](#)

Henry Green Primary School is committed to safeguarding and promoting the welfare of children and young people. All appointments are subject to enhanced DBS checks and relevant safeguarding procedures. We welcome applications from all sections of the community and are proud to be an inclusive employer.

SEND Teaching Assistant

Location:	Grafton Primary School, Grafton Road, Dagenham, RM8 3EX
Salary:	Scale 4
Contract:	1-year fixed term with a view to extend
Hours:	8.30-3.30 Monday to Friday (Term time only) – 32.5 hours per week
Email:	vacancies@graftonprimary.co.uk
Interviews:	Tuesday 12 th May 2026
Closing Date:	Monday 4 th May 2026

Grafton Primary School is an outstanding school which takes pride in being inclusive. We have high expectations of both children and staff and are currently looking to recruit a SEND teaching assistant to join our friendly and supportive team. The successful applicant will be required to support within the classroom, as well as being required to take small intervention groups and working one to one with individual children with additional needs.

Key responsibilities:

- Provide support to students with additional needs, within the classroom, in the intervention room, in small groups and on a 1:1 basis
- Work closely with teachers and other support staff to ensure that all children are included in the learning
- Foster a safe and inclusive learning environment for all pupils
- Deliver targeted interventions to support students with additional needs, including Autism and ADHD
- Collaborate with parents and external agencies as needed

Successful candidates will:

- Have experience of supporting children in a primary school, including those with additional needs
- Believe in the inclusion for all and is able to implement strategies to support the children with SEND
- Have experience in the use of visual strategies to support children with communication needs
- Use positive behaviour management strategies and motivate children to learn and enjoy school
- Have the ability to relate well to children and adults
- Be able to work as part of a team yet at times take initiative and work without close direction or supervision
- Be flexible and adaptable
- Communicate effectively with all members of the school community

We can offer:

- A friendly and supportive school community who value staff at all levels and invests in people
- Passion and commitment to inclusive education
- Support during and after an induction period
- Excellent opportunities to continue your own professional development
- Free 24/7 access to Employee Assistance Programme to help maintain a healthy work-life balance
- A dynamic working environment and helpful staff in our friendly, outstanding school

We are a very inclusive school and would welcome applications from people with experience of working with children with additional needs or with Thrive experience as we are Thrive school.

For further information about the role or to arrange a visit to the school, please contact the school office on 0203 727 5171 or email vacancies@graftonprimary.co.uk

Closing date for applications: Monday 4th May 2026

Shortlisting: 5-6th May 2026

Interviews: Tuesday 12th May 2026

Grafton Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. All appointments are subject to a fully enhanced DBS check.

Teaching Assistant/s

School:	Robert Clack School, Gosfield Road, Dagenham, RM8 1JU
Salary:	Scale 4 - exact salary £25,937 - £27,070 per annum)
Hours:	35 hours per week (Monday-Friday, 8.00am – 4.00pm), term-time, permanent.
Email:	mbrown@robertclack.co.uk
Website:	www.robertclack.co.uk
Required:	1 st September 2026.
Interviews:	To be confirmed – during May 2026
Closing Date:	8am on Monday 11 May 2026

Robert Clack Primary School is looking to recruit Teaching Assistants who are passionate about developing young minds, providing play-based learning opportunities and creating an immersive learning environment where our pupils can flourish. We are a small, friendly and supportive team in a fairly new primary school, which opened in September 2021.

Please note that this post may, at times, involve working one-to-one with allocated pupils who have SEND. However, depending on service need and the ongoing growth of the school, the job role may also involve being allocated to a class at any time to provide general class Teaching Assistant support. We therefore expect applicants to be flexible and willing to be either class-based or to provide small intervention group or one-to-one work with individual pupils.

The person we require will:

- Have successful previous experience of working with children.
- Have clear knowledge and understanding of the principles of child development and learning processes within either EYFS and/or Key Stage 1 or 2.
- Be supportive, nurturing and understanding with high expectations.
- Seek to make learning exciting and a positive experience.
- Communicate well with parents, carers and members of staff, as well as pupils.
- Demonstrate good communication skills both orally and written.
- Have a good standard of literacy and numeracy.
- Have NVQ2 for Teaching Assistants (or equivalent) or be willing to work towards the qualification.
- Work well as part of a team.
- Be extremely patient, adaptable, flexible and willing to listen.
- Be willing to support pupils with basic hygiene needs and support them towards gaining independence.

We can offer:

- A supportive working culture that values staff at all levels and invests in people.
- Working with the teaching and support staff as part of a team.
- Opportunities to continue your own professional development.
- A dynamic working environment.

HOW TO APPLY:

To view more information about Robert Clack School, please take a look at the school website. If you would like to apply for this post, please refer to the recruitment pack and download the application form, which are available on our website. Please submit your

completed application form to Maddie Brown, HR Administrator on
mbrown@robertclack.co.uk

CVs ONLY WILL NOT BE ACCEPTED. They will only be accepted if accompanied by a completed application form.

Robert Clack School is committed to safeguarding and promoting the welfare of children and young people. Successful applicants must be willing to undergo identity checks, checks with past employers, an online internet search and an enhanced Disclosure & Barring Service check.

Class Teacher

Location:	John Perry Primary School, Charles Road, Dagenham, RM10 8UR
Salary:	MPS and/or UPS
Contract:	Maternity Cover (September 2026- August 2027)
Required:	Monday 1st September 2026
Website:	https://johnperryprimary.co.uk/about/#job_vacancies
Email:	madien@johnperryprimary.co.uk
Interviews:	Monday 18th May
Closing Date:	Tuesday 12th May at 12:00 noon

We are looking for teachers who:

- Fulfil the professional responsibilities of a teacher, as set out in the School Teachers' Pay and Conditions Document
- Meet the expectations set out in the Teachers' Standards
- Have excellent knowledge of the Primary National Curriculum
- Work in accordance to the SEND code of practice
- Can model exemplary practice and have a proven track record of impact on children's achievement and wellbeing
- Are self-reflective and have the desire to be the best they can be
- Have a professional attitude, are great role models and really want to make a difference for children and families.
- Are great innovators who want to work with others to create exciting new learning opportunities for the children in their care
- Are ambitious for themselves and their children and want to be school leaders of the future.

What we offer:

- A supportive, enthusiastic and inspiring team to grow and develop with
- A vibrant, professional environment in which to work, with a focus on the wellbeing of staff and children
- Confident children with great attitudes to learning
- Career progression opportunities
- Staff benefits such as high-quality professional development for all our staff, cycle to work scheme, childcare vouchers, partnership work with local schools and onsite parking facilities
- Our dedicated support staff, including Learning Support Assistants, ICT Technician, Swimming Teacher, Business Manager, administration, premises and catering teams, ensure that you are able to fully concentrate on teaching
- Inner London weighting
- A SLT who believes good staff wellbeing is essential for motivating staff and for promoting pupil wellbeing, progress and attainment.

Closing date for applications: Tuesday 12th May at 12:00 noon

Shortlisting: Wednesday 13th May

Interview date: Monday 18th May

Early Career Teachers (ECTs) are welcome to apply.

To apply please view our 'Teacher's Application Pack' which can be found on our school website (https://johnperryprimary.co.uk/about/#job_vacancies . We also recommend a visit to our welcoming school.

Should you have any queries or would like to arrange to visit our school, please email Mai-Anh Dien, School Business Manager, at madien@johnperryprimary.co.uk.

This role will involve contact with, and responsibility for, children and will amount to 'regulated activity'.

The school is committed to safeguarding and protecting the welfare of children and young people and expects all staff and volunteers to share this commitment. Applicants will be required to undergo child protection screening appropriate to the post, including checks with past employers and the Disclosure and Barring Service (DBS). The school may carry out online searches on shortlisted applicants. Appointments are also subject to satisfactory references/medical clearance/DBS and social media checks.

This post is exempt from the Rehabilitation of Offenders Act 1974 and a comprehensive screening process, including a Criminal Records Bureau Disclosure at Enhanced level, will be undertaken on all applicants. We welcome applications from all sections of the community, regardless of gender, race, religion, disability, sexual orientation or age. The school is therefore permitted to ask job applicants to declare all convictions and cautions on a self-declaration form in advance of attending an interview in order to assess their suitability to work with children."

John Perry Primary School is an equal opportunities employer.

ARP Manager

Location:	St Peters RC Primary School, Goresbrook Road, Dagenham, RM9 6UU
Salary:	Inner London - Depending on experience
Contract:	Full time Permanent
Required:	September 2026
Email:	office@st-peter.bardaglea.org.uk
Website:	www.st-peter.bardaglea.org.uk
Interviews:	15th May
Closing Date:	7 th May

ARP Manager for St Peter's ARP (Additionally Resourced Provision) for children with MLD/SLD (Moderate to Severe Learning Difficulties) with some whole school-based teaching responsibility.

The Governing Body of this happy, successful school wish to appoint an enthusiastic and inspirational ARP Manager to join our friendly and dedicated staff team. St Peter's is a two-form entry Catholic Primary school and we are looking to appoint an amazing and forward-thinking ARP Manager for our Additional Resourced Provision with some class-based teacher responsibility in our wider school community. The ARP accommodates 12 children (year 3 to year 6) who have complex learning needs due to cognition and learning difficulties and may have additional learning needs, and medical needs. We are looking for manager for our ARP to work alongside the ARP teacher and her team. with a nurturing and caring attitude, to contribute in shaping a high quality and stimulating provision to support our most vulnerable children.

The candidate should have qualified teacher status with relevant experience and proven skills relating to the teaching of children with complex learning needs. Ideally the candidate will have a SEN post graduate qualification in the area of understanding and supporting children with complex and specific needs.

You will have proven substantial classroom experience and in-depth knowledge of the curriculum, of high quality of teaching and learning, of how to raise standards; particularly in the area of SEND. The school is committed to provide a curriculum that is differentiated to meet the needs of all pupils.

The successful candidate will be an outstanding classroom teacher, who enjoys finding creative ways to adapt and deliver the curriculum to children with special educational needs. Also, you will have proven experience of writing and implementing personalised learning plans for children with a variety of different additional needs. You will also have an ability to work collaboratively with parents to achieve the best possible outcomes for the children.

We want to hear from you if you share:

- Our drive to improve outcomes for all pupils;
- Our pursuit of excellence in teaching and learning;
- Our determination to provide aspirational learning opportunities to our children;
- Our reflective nature – relentlessly committed to the improvement of our practice;
- Our impeccably high standards as professionals;

· Our high expectations of children and young people with SEND including a commitment to ensuring they achieve their full potential.

What we offer:

- A dedicated, highly skilled and supportive staff team
- A dynamic senior management team who will support your career development and empower you to lead and innovate
- Wonderful children who need your help to shine
- Opportunities for further professional development
- A great opportunity to play a leading role in a good school
- A supportive and skilled governing body
- Strong Parish and Community links
- Wonderful areas for outside play
- Free on-site parking, near bus routes and close to underground and mainline train services

The successful candidates will have:

- Experience of working with children with SEND;
- Resilience;
- Experience of working with families in a school setting or similar;
- Good interpersonal skills and can work well as part of a team;
- Good communication skills;
- Good knowledge and understanding of Safeguarding and Child Protection procedures and practice;
- Good knowledge and understanding of how to use and adapt a range of teaching, learning and behaviour management strategies;
- Teaching skills which lead to learners with SEND achieving well relative to their prior attainment.

Main Responsibilities;

- Alongside the qualified teacher, you will be responsible for the day to day running of the ARP, in consultation with the designated line manager within the School.
- Implementing and teaching a primary curriculum in line with the national guidelines and the pupil's abilities and needs.
- Teaching a relevant and appropriate curriculum for learners year 3 to year 6 with different complex needs.
- Assessing pupil progress and using the school's tracking systems.
- Reporting progress to parents for individual pupils.

The teacher will be committed to safeguarding and promoting the welfare of children and young people. The teacher will follow school policies and the staff code of conduct.

Visits to the school are warmly encouraged, please come and meet us to see for yourself.

To discuss this position further, or to arrange a visit to the school, please contact the school office. office@st-peter.bardaglea.org.uk Phone Number: 020 8270 6524

Application packs are available by contacting the school office.

Closing Date: 7 May 2026

Interviews: 15 May 2026

St Peters RC Primary School is committed to safeguarding children and promoting and the welfare of young people and expects all staff and volunteers to share this commitment. We will ensure that

our recruitment and selection practises reflect this commitment. All successful candidates will be subject to enhanced DBS clearance along with other relevant employment checks. www.st-peter.bardaglea.org.uk

Relief Midday Assistant

Location: Godwin Primary School Finnymore Road Dagenham Essex RM9 6JH
Salary: £15.68 per hour (Approx)
Hours: 11.50pm – 12.50pm or 12.15pm – 1.15pm
(Lower School) (Upper School)
Required: As soon as possible
Email: EMerritt@godwin.bardaglea.org.uk
Closing Date: Friday 8th May 2026

Godwin Primary School is looking to appoint a highly motivated and enthusiastic Relief Mid-day Assistant who can be called on at short notice to support with the supervision of pupils during the lunch break.

You will:

- Be able to communicate fluently with both adults and children
- Supervise pupils in the playground, encouraging them to learn playground games and managing behaviour as appropriate
- Supervise pupils whilst they eat their lunch in the dining hall, maintaining good order.
- Help to foster independence and self-confidence
- Be adaptable and able to work as part of a team
- Have a child-centred approach
- Hold a first aid qualification or be willing to train

Application packs are available by contacting the school on 0208 270 4150 or by emailing EMerritt@godwin.bardaglea.org.uk. Applications made by C.V. or from agencies will not be accepted

Closing date: Friday 8th May 2026

Godwin Primary School is committed to safeguarding and promoting the welfare of children. This post is exempt from the Rehabilitation of Offenders Act and a comprehensive screening process, including a disclosure check, will be undertaken on all applications

Midday Assistant (Relief)

Location: Becontree Primary School Dagenham, Essex, RM8 2QR
Salary: Scale 1, Spinal point 2, £15.46 (per hour)
Hours: Casual
Required: 2/6/2026 (or as soon as all checks are in place)
Email: becontreeinformation@becontreeprimaryschool.com
Website: www.becontreeprimaryschool.com
Interview: week commencing 18th May 2026
Closing Date: Midday on Monday 11th May 2026

Becontree is a two-form, friendly, highly inclusive primary school situated in the London Borough of Barking and Dagenham. We serve a diverse community and we positively welcome applications from all sections of the community. We provide high quality education and care for children aged 3 to 11, with our school value of “Respecting One Another” being central to all aspects of our work.

The Governing Body is seeking to appoint motivated and highly effective midday assistants to join our hard working and supportive team. Successful candidates will work as part of an existing team, under the supervision and direction of the Strategic Business Lead.

We offer:

- A diverse, friendly and supportive community of staff, governors, parents and children;
- A dynamic, dedicated and hardworking team committed to school improvement;
- A well-kept and well-resourced environment;
- Equal access to professional development opportunities for all staff, including comprehensive online training (prior to your start date), together with 1-week ‘on the job’ training when your contract starts.

We pride ourselves on our high expectations and positive team ethos and welcome applications from passionate and hard-working staff who:

- are effective communicators;
- are strong team players who are committed to working in partnership with all members of our school community to raise standards;
- are highly effective and reflective practitioners;
- love learning and demonstrate a commitment to their own professional development.

Successful candidates will be offered a tour of the school as part of the interview process.

For an application form and further

details, please contact Paula Thornton, Strategic Business Lead, by email

becontreeinformation@becontreeprimaryschool.com or by telephone 020 8270-4900.

We are committed to safeguarding and promoting the welfare of young people. This post is exempt from the Rehabilitation of Offenders Act 1974 and a comprehensive screening process will be undertaken on successful applicants. Checks will include an enhanced disclosure from the Disclosure and Barring Service.

Closing date: Midday on Monday 11th May 2026 Shortlisting: Tuesday 12th May 2026

Interview date: week commencing 18th May 2026

Mainstream Midday Assistant

Location:	Becontree Primary School Dagenham, Essex, RM8 2QR
Salary:	Scale 1, Spinal point 2-3, £3,930 - £3,986 (per annum)
Hours:	1 hour 10 minutes per day (5 hours 50 minutes per week), 39 weeks per year
Contract:	Fixed – term contract (12 months)
Required:	2/6/2026 (or as soon as all checks are in place)
Email:	becontreeinformation@becontreeprimaryschool.com
Website:	www.becontreeprimaryschool.com
Interview:	week commencing 18th May 2026
Closing Date:	Midday on Monday 11th May 2026

Becontree is a two-form, friendly, highly inclusive primary school situated in the London Borough of Barking and Dagenham. We serve a diverse community and we positively welcome applications from all sections of the community. We provide high quality education and care for children aged 3 to 11, with our school value of “Respecting One Another” being central to all aspects of our work.

The Governing Body is seeking to appoint motivated and highly effective midday assistants to join our hard working and supportive team. Successful candidates will work as part of an existing team, under the supervision and direction of the Strategic Business Lead.

We offer:

- A diverse, friendly and supportive community of staff, governors, parents and children;
- A dynamic, dedicated and hardworking team committed to school improvement;
- A well-kept and well-resourced environment;
- Equal access to professional development opportunities for all staff, including comprehensive online training (prior to your start date), together with 1-week ‘on the job’ training when your contract starts.

We pride ourselves on our high expectations and positive team ethos and welcome applications from passionate and hard-working staff who:

- are effective communicators;
- are strong team players who are committed to working in partnership with all members of our school community to raise standards;
- are highly effective and reflective practitioners;
- love learning and demonstrate a commitment to their own professional development.

Successful candidates will be offered a tour of the school as part of the interview process.

For an application form and further

details, please contact Paula Thornton, Strategic Business Lead, by email

becontreeinformation@becontreeprimaryschool.com or by telephone 020 8270-4900.

We are committed to safeguarding and promoting the welfare of young people. This post is exempt from the Rehabilitation of Offenders Act 1974 and a comprehensive screening process will be undertaken on successful applicants. Checks will include an enhanced disclosure from the Disclosure and Barring Service.

Closing date: Midday on Monday 11th May 2026 Shortlisting: Tuesday 12th May 2026
Interview date: week commencing 18th May 2026

Higher Level Learning Support Assistant

Location:	John Perry Primary School, Charles Road, Dagenham, RM10 8UR
Salary:	Scale 6, Point 18 – 20 (FTE £35,520 – £36,585)
Hours:	32.5 hours per week (term time only)
Contract:	Permanent
Required:	As soon as possible
Email:	office@johnperryprimary.co.uk
Website:	https://johnperryprimary.co.uk/about/#job_vacancies
Interview:	Week beginning 18th May
Closing Date:	Wednesday 13th May at 12pm

About Our School

John Perry Primary School is a 'Good' three-form entry school with a strong reputation for inclusion, high expectations and positive pupil outcomes across all key stages. We are proud to offer an exciting, aspirational and inclusive curriculum that fosters a genuine love of learning.

As a fully inclusive school, we also host an Additional Resource Provision for autistic children across the primary age range. Our dedicated staff work collaboratively to ensure every child achieves their full potential within a nurturing and stimulating environment.

About the role:

We are seeking to appoint a dedicated and experienced Higher Level Learning Support Assistant (HLLSA) to join our committed and supportive team. This is an excellent opportunity to make a meaningful difference in a vibrant primary school community.

The successful candidate will lead learning across the school, including covering teachers' PPA (Planning, Preparation and Assessment), ECT and leadership time. You will deliver high-quality learning experiences, support pupil progress and contribute to raising attainment for all pupils.

Key Responsibilities and Duties

- Deliver high-quality learning to whole classes or groups, including covering PPA, ECT and leadership release time
- Assess and record pupil progress, including delivering targeted interventions
- Promote inclusive practice, ensuring all pupils can access and achieve within the curriculum
- Prepare resources and support the effective use of ICT in learning
- Build positive relationships with pupils, fostering independence, confidence and engagement
- Work collaboratively with staff to monitor progress and raise attainment
- Provide constructive feedback to support pupil development
- Contribute to a safe, stimulating and well-managed learning environment
- Promote and safeguard the welfare of all pupils in line with statutory requirements
- Maintain accurate records and liaise effectively with colleagues, parents and external agencies
- Undertake wider school duties, including supervision, first aid, extracurricular activities and educational visits

About You

We are looking for someone who:

- Holds HLLSA status (or equivalent experience)
- Has proven experience working within a primary school setting
- Demonstrates a strong commitment to inclusion and pupil wellbeing
- Has high expectations of all pupils and a passion for raising achievement
- Is an excellent communicator with strong interpersonal skills
- Can build positive relationships and act as a role model for pupils
- Is proactive, flexible, and committed to contributing to the wider life of the school

What We Offer

- A diverse, supportive and forward-thinking staff team and Governing Body
- A dynamic and dedicated team committed to continuous school improvement
- High-quality opportunities for Continuing Professional Development
- A welcoming, friendly and successful school environment
- The opportunity to make a real difference in children's lives

To apply for this role, please visit our website on

https://johnperryprimary.co.uk/about/#job_vacancies and download an application form and Job Description/Person Specification.

Closing date: Wednesday 13th May at 12pm

Shortlisting: Thursday 14th May

Interviews: Week beginning 18th May

Please also note that we will only communicate further with applicants shortlisted for an interview.

Should you have any queries, please contact our School Business Manager, Mai- Anh Dien on 020 8270 4622 or email at mdien@johnperryprimary.co.uk

Completed application forms must be returned to the following email address:

hr@johnperryprimary.co.uk or delivered to the Admin Office, John Perry Primary School

Please also note that we will only communicate further with applicants shortlisted for an interview.

This role will involve contact with, and responsibility for, children and will amount to 'regulated activity'.

The school is committed to safeguarding and protecting the welfare of children and young people and expects all staff and volunteers to share this commitment. Applicants will be required to undergo child protection screening appropriate to the post, including checks with past employers and the Disclosure and Barring Service (DBS). The school may carry out online searches on shortlisted applicants. Appointments are also subject to satisfactory references/medical clearance/DBS and social media checks.

This post is exempt from the Rehabilitation of Offenders Act 1974 and a comprehensive screening process, including a Criminal Records Bureau Disclosure at Enhanced level, will be undertaken on all applicants. We welcome applications from all sections of the community, regardless of gender, race, religion, disability, sexual orientation or age. The school is therefore permitted to ask job applicants to declare all convictions and cautions on a self-declaration form in advance of attending an interview in order to assess their suitability to work with children."

John Perry Primary School is an equal opportunities employer.

Teacher of PE

Location:	Barking Abbey School (Both Longbridge & Sandringham Campuses) Barking, IG11 8UF
Salary:	MPS/UPS
Contract:	Permanent
Hours:	32.5 Hours Per Week
Required:	September 2026
Website:	https://mynewterm.com/jobs/101241/EDV-2026-BASSSAHC-33037
Email:	Jobs@barkingabbey.school.co.uk
Interview date:	W/C 4 th May 2026
Closing date:	27 th April 2026

Are you passionate about helping every child succeed and improve their life chances?

Are you prepared to work collaboratively for the benefit of young people?

Why not apply to join us?

An exciting opportunity has arisen at Barking Abbey School for a dedicated and inspiring Teacher of PE to work in this highly successful department. Experience teaching theory classes at KS4 (GCSE PE) and KS5 (CTEC Sport & A Level PE) is desirable but not essential. We offer a comprehensive extra-curricular programme, in which we would expect the successful candidate to take a full and active role.

Barking Abbey is a heavily over-subscribed dual campus secondary school in the London Borough of Barking and Dagenham, with a well-deserved reputation for academic excellence and a supportive professional environment.

The school is located less than 10 minutes' walk from Upney tube and 15 minutes from Barking mainline station.

Barking Abbey celebrates its diversity, and we positively welcome applications from all sections of the community. If you are interested in making a difference in young people's lives whatever your background or history, please apply.

In return we offer:

- A supportive and encouraging staff team
- The opportunity to access a wide range of CPD opportunities within and beyond school
- A school which understands the importance of staff well-being and workload management • A positive ethos with excellent behaviour reinforced by highly visible SLT and centralised behaviour systems

We are proud that Ofsted recently judged the school to be Outstanding in all areas. The report states: "This is a large and diverse school where difference is valued. Pupils, and students in the sixth form, are supportive and respectful of each other. Pupils' conduct is exemplary, both inside lessons and around the school. Leaders have established simple

and clear rules that everyone understands. Pupils are focused, engaged and participate well in lessons. Staff feel that their workload and well-being has been carefully considered by leaders. They appreciate their open-door policy". (Ofsted, February 2024)
Please click here to find out more information about what it is like to work at Barking Abbey:

<https://www.barkingabbeyschool.co.uk/home/join-us/staff-vacancies/>

Barking Abbey is committed to safeguarding and promoting the welfare of children and is an Equal Opportunities Employer.

This post is exempt from the Rehabilitation of Offenders Act 1974 and a comprehensive screening process, including Disclosure check, will be undertaken on all successful applicants. Online searches may be conducted for all shortlisted candidates and will be conducted for all successful candidates as part of our due diligence checks.

Midday Assistant

Location: Little Learners Nurseries-St Margaret's, Barking
Salary: £ 9,750
Hours: 11.30-14.30 Monday-Friday
Required: As soon as possible
Email: alison.brown@genesistrust.net
Closing date: 1st May 2026

The Little Learners Nursery Group includes St Saviour's Nursery and St Mary's Nursery—both Ofsted Outstanding and based in Walthamstow. We have a brand-new nursery opening in January 2025 at St Margaret's in Barking.

We are looking for someone who has excellent communication skills to supervise children during the lunch period. This post will involve providing lunch time for our babies and toddlers and pre-schoolers.

The successful applicant must enjoy the company of children and be able to form positive relationships.

Do you have:

- Experience of working with children
- An understanding of how children develop and learn
- Have the ability to work on your own initiative.

If you are interested in the position, please submit your application to Alison Brown on the contact details below. An application form and job description can be downloaded from the advert.

Early application is encouraged as we review applications throughout the advertising period and reserve the right to close the advert earlier than the stated deadline.

Contact Information

Alison Brown
alison.brown@genesistrust.net

Class Teacher

Location:	Genesis Education Trust- St Margaret's, Barking
Salary:	Main Pay Scale
Contract Type:	Permanent
Required:	September 2026
Email:	alison.brown@genesistrust.net
Closing date:	8 th May 2026

Are you a passionate teacher ready for your next step whether that's beginning your career as an Early Career Teacher or building on your experience in a new setting?

St Margaret's, part of the Genesis Education Trust, is seeking a committed and enthusiastic Class Teacher to join our team in April 2026. We welcome applications from both Early Career Teachers and experienced practitioners who share our ambition for excellence and our commitment to helping every child flourish.

At Genesis Education Trust, we are proud of our strong track record in developing teachers at every stage of their career. Early Career Teachers benefit from a structured and supportive induction programme, a dedicated mentor, regular instructional coaching and a reduced timetable in line with statutory entitlement. Our professional development offer is research-informed, high quality and carefully sequenced to help new teachers build confidence and expertise quickly.

Experienced teachers will find meaningful opportunities to further develop their practice, contribute to curriculum development and take on additional responsibilities. Through Trust-wide collaboration and high-quality professional development, we provide clear pathways towards middle and senior leadership for those who wish to progress.

We are looking for a teacher who is passionate about high-quality teaching and learning, holds high expectations for all pupils and is reflective and committed to continuous professional growth. You will bring energy, creativity and dedication to the classroom and contribute positively to our collaborative and supportive staff team.

St Margaret's is a vibrant, forward-looking school community with a shared drive to secure the very best outcomes for our pupils. This is an exciting opportunity to join a school where professional growth is genuinely valued and supported.

Genesis Education Trust is committed to safeguarding and promoting the welfare of children and young people. All applicants must be willing to undergo Child Protection screening, including checks with past employers and an enhanced DBS check. References will be requested prior to interview.

Early applications are encouraged, as we review submissions throughout the advertising period and reserve the right to close this advert before the stated deadline.

For an informal discussion about the role, please contact:

Miss Alison Brown

Email: Alison.brown@genesistrust.net Tel: 07706 330217

Teacher of Design & Technology and Food Technology

School:	Sydney Russell School, Parsloes Avenue, Dagenham, RM9 5QT
Salary:	Inner London MPS
Email:	office@sydneyrussellschool.com
Website:	https://sydneyrussellschool.com/recruitment
Required:	September 2026
Closing Date:	7 th May 2026 (early applications encouraged).

Purpose of the role:

The DT and Food technology departments offer curriculum pathways across KS3 and KS4, with ambition to expand to KS5.

We seek to appoint an exceptional subject specialist teacher to join our team. They will be responsible for the academic progress of the students they teach, continually driving and improving student achievement. There is scope, for the right candidate, to contribute to the department's development and expansion through the introduction of vocational pathways.

The appointed candidate will be committed to their own professional development, will actively contribute to a positive working atmosphere which encourages cooperation and promotes the highest standards of education, contributing towards the best outcomes for student achievement and staff development.

The teacher will:

- Fulfil the professional responsibilities of a teacher, as set out in the School Teachers' Pay and Conditions Document
- Meet the expectations set out in the Teachers' Standards

During the course of the academic year, it is expected that you will take on the following duties and responsibilities:

1. Planning
2. Teaching & Classroom Management
3. Agreed Whole School Procedures

Main activities and responsibilities:

Planning

As a class teacher, you will be expected to plan your teaching with regard to the school's policies and programmes of study. You will be expected to achieve progression in student's learning by:

- Identifying clear learning and teaching objectives and content and specifying how these will be taught.
- Setting tasks for class, group and individual work, which challenge students and ensure high levels of student interest. This includes teaching through "challenges" where children's learning is not capped, and they have greater ownership of the work they undertake.

- Planning, setting and responding to homework, in line with the agreed policy for each year group.
- Setting high expectations for students' learning, motivation and presentation of work.
- Setting clear targets for students' learning, building on prior attainment and ensuring that students understand what is required of them for any given task.
- Identifying students with Special Educational Needs and knowing where to seek advice to give positive and targeted support.
- Planning in the short-, medium- and longer-term lessons which provide pace, motivation and challenge for students.
- Using assessment of students' attainment to plan future lessons.
- Planning for students' personal, spiritual, moral, social and cultural development.

Teaching and Classroom Management

As a class teacher, you will be expected to:

- Ensure that teaching and learning objectives are met through effective teaching, high expectations, sound learning and discipline and a purposeful working atmosphere in the classroom.
- Establish and maintain good discipline, by following the school policy for behaviour management.
- Establish a safe learning environment in which students feel safe, secure and confident.
- Use a variety of teaching methods which will foster and stimulate enthusiasm for learning and maintain motivation.
- Differentiate appropriately for all abilities in the class, setting high expectations for all but not cap student learning.
- Give clear instructions, presentations and question students effectively to ensure participation.
- Respond to all students' work effectively, in line with the school's marking policy so that students are clear about how they have achieved and their next steps.
- Keep effective records of children's progress.
- Use opportunities to develop students' personal, spiritual, social, moral and cultural development.
- Establish positive working relationships with all support staff who may work in your classroom and ensure they are informed of lesson planning and your expectations.

Agreed Whole School Procedures

As a class teacher and member of staff, you will be expected to:

- Ensure all children are treated equally, regardless of gender, social or cultural backgrounds.
- Safeguard and promote the welfare of children and young people and follow school policies and the staff code of conduct.
- Contribute to the development, implementation and evaluation of the school's policies, practices and procedures, so as to support the school's values and vision
- Make a positive contribution to the wider life and ethos of the school e.g. through being a form tutor, contributing to the enrichment curriculum
- Take part in the school's appraisal procedures
- Work with others on curriculum and pupil development to secure coordinated outcomes

- Participate in meetings at the school which relate to the curriculum for the school or the administration or organisation of the school, including pastoral arrangements.
- Attend all directed-time activities including the agreed Parents' Evening sessions.
- Keep parents informed of their child's progress during the year, through positive links with parents and reporting to them.
- Ensure that student welfare duties are carried out, including break-time duty and forward any student concerns to the relevant person.
- Look to improve performance through evaluating your own teaching critically and use this to improve your effectiveness and engage with continued professional development including feedback to/from other members of staff.
- Uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school
- Have proper and professional regard for the ethos, policies and practices of the school, and maintain high standards of attendance and punctuality

You should be familiar with the Code of Practice on the identification and assessment of Special Educational Needs, and you are expected to implement and keep records on Individual Education Plans (IEPs). You should also seek the advice of the schools Special Educational Needs Co-ordinator (SENCO) if you have concerns on a student's progress.

All staff are responsible for promoting and safeguarding the welfare of students by always ensuring compliance with the school's Safeguarding and Child Protection Policy. All staff must report any actual or potential risks to the safety or welfare of students to the Designated Safeguarding Lead.

Please note that this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the teacher will carry out. The post-holder may be required to do other duties appropriate to the level of the role, as directed by the principal or line manager.

Teacher of Geography

School: Sydney Russell School, Parsloes Avenue, Dagenham, RM9 5QT
Salary: Inner London MPS (TLR negotiable based on the successful candidate's proven experience)
Email: office@sydneyrussellschool.com
Website: <https://sydneyrussellschool.com/recruitment>
Required: September 2026
Closing Date: 14th May 2026 (early applications encouraged).

Purpose of the role:

Our geography department is highly successful in supporting our students across KS3, KS4 and KS5 to achieve well and realise their potential. We seek to appoint a teacher of geography who will ensure continued success for our students across KS3, KS4 and KS5. The successful candidate will work as part of a team to ensure the highest standards of academic progress of all the students who study geography, continually driving and improving student achievement.

The teacher will:

- Fulfil the professional responsibilities of a teacher, as set out in the School Teachers' Pay and Conditions Document
- Meet the expectations set out in the Teachers' Standards

During the course of the academic year, it is expected that you will take on the following duties and responsibilities:

1. Planning
2. Teaching & Classroom Management
3. Agreed Whole School Procedures

Main activities and responsibilities:

Planning

As a class teacher, you will be expected to plan your teaching with regard to the school's policies and programmes of study. You will be expected to achieve progression in student's learning by:

- Identifying clear learning and teaching objectives and content and specifying how these will be taught.
- Setting tasks for class, group and individual work, which challenge students and ensure high levels of student interest. This includes teaching through "challenges" where children's learning is not capped, and they have greater ownership of the work they undertake.
- Planning, setting and responding to homework, in line with the agreed policy for each year group.
- Setting high expectations for students' learning, motivation and presentation of work.
- Setting clear targets for students' learning, building on prior attainment and ensuring that students understand what is required of them for any given task.

- Identifying students with Special Educational Needs and knowing where to seek advice to give positive and targeted support.
- Planning in the short-, medium- and longer-term lessons which provide pace, motivation and challenge for students.
- Using assessment of students' attainment to plan future lessons.
- Planning for students' personal, spiritual, moral, social and cultural development.

Teaching and Classroom Management

As a class teacher, you will be expected to:

- Ensure that teaching and learning objectives are met through effective teaching, high expectations, sound learning and discipline and a purposeful working atmosphere in the classroom.
- Establish and maintain good discipline, by following the school policy for behaviour management.
- Establish a safe learning environment in which students feel safe, secure and confident.
- Use a variety of teaching methods which will foster and stimulate enthusiasm for learning and maintain motivation.
- Differentiate appropriately for all abilities in the class, setting high expectations for all but not cap student learning.
- Give clear instructions, presentations and question students effectively to ensure participation.
- Respond to all students' work effectively, in line with the school's marking policy so that students are clear about how they have achieved and their next steps.
- Keep effective records of children's progress.
- Use opportunities to develop students' personal, spiritual, social, moral and cultural development.
- Establish positive working relationships with all support staff who may work in your classroom and ensure they are informed of lesson planning and your expectations.

Agreed Whole School Procedures

As a class teacher and member of staff, you will be expected to:

- Ensure all children are treated equally, regardless of gender, social or cultural backgrounds.
- Safeguard and promote the welfare of children and young people and follow school policies and the staff code of conduct.
- Contribute to the development, implementation and evaluation of the school's policies, practices and procedures, so as to support the school's values and vision
- Make a positive contribution to the wider life and ethos of the school e.g. through being a form tutor, contributing to the enrichment curriculum
- Take part in the school's appraisal procedures
- Work with others on curriculum and pupil development to secure coordinated outcomes
- Participate in meetings at the school which relate to the curriculum for the school or the administration or organisation of the school, including pastoral arrangements.
- Attend all directed-time activities including the agreed Parents' Evening sessions.
- Keep parents informed of their child's progress during the year, through positive links with parents and reporting to them.

- Ensure that student welfare duties are carried out, including break-time duty and forward any student concerns to the relevant person.
- Look to improve performance through evaluating your own teaching critically and use this to improve your effectiveness and engage with continued professional development including feedback to/from other members of staff.
- Uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school
- Have proper and professional regard for the ethos, policies and practices of the school, and maintain high standards of attendance and punctuality

You should be familiar with the Code of Practice on the identification and assessment of Special Educational Needs, and you are expected to implement and keep records on Individual Education Plans (IEPs). You should also seek the advice of the schools Special Educational Needs Co-ordinator (SENCO) if you have concerns on a student's progress.

All staff are responsible for promoting and safeguarding the welfare of students by always ensuring compliance with the school's Safeguarding and Child Protection Policy. All staff must report any actual or potential risks to the safety or welfare of students to the Designated Safeguarding Lead.

Please note that this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the teacher will carry out. The post-holder may be required to do other duties appropriate to the level of the role, as directed by the principal or line manager.

Teacher of Art and Photography

School: Sydney Russell School, Parsloes Avenue, Dagenham, RM9 5QT
Salary: Inner London MPS (suitable for a trainee teacher, ECT or more experienced teacher)
Email: office@sydneyrussellschool.com
Website: www.sydneyrussellschool.com
Required: September 2026
Closing Date: Monday 4th May 2026

Purpose of the role:

The Art & Photography department offers curriculum pathways across KS3, KS4 and KS5. We seek to appoint a subject specialist teacher who will be responsible for the academic progress of the students they teach, continually driving and improving student achievement, with knowledge, experience and flexibility to support curriculum delivery across the wider creative areas of DT and Food Technology (KS3).

The appointed candidate, working under the direction of the Head of Department, will be committed to their own professional development, will actively contribute to a positive working atmosphere which encourages cooperation and promotes the highest standards of education, contributing towards the best outcomes for student achievement and staff development.

Main purpose

The teacher will:

- Fulfil the professional responsibilities of a teacher, as set out in the School Teachers' Pay and Conditions Document
- Meet the expectations set out in the Teachers' Standards

During the course of the academic year, it is expected that you will take on the following duties and responsibilities:

1. Planning
2. Teaching & Classroom Management
3. Agreed Whole School Procedures

Main activities and responsibilities:

Planning

As a class teacher, you will be expected to plan your teaching with regard to the school's policies and programmes of study. You will be expected to achieve progression in student's learning by:

- Identifying clear learning and teaching objectives and content and specifying how these will be taught.
- Setting tasks for class, group and individual work, which challenge students and ensure high levels of student interest. This includes teaching through "challenges"

where children's learning is not capped, and they have greater ownership of the work they undertake.

- Planning, setting and responding to homework, in line with the agreed policy for each year group.
- Setting high expectations for students' learning, motivation and presentation of work.
- Setting clear targets for students' learning, building on prior attainment and ensuring that students understand what is required of them for any given task.
- Identifying students with Special Educational Needs and knowing where to seek advice to give positive and targeted support.
- Planning in the short-, medium- and longer-term lessons which provide pace, motivation and challenge for students.
- Using assessment of students' attainment to plan future lessons.
- Planning for students' personal, spiritual, moral, social and cultural development.

Teaching and Classroom Management

As a class teacher, you will be expected to:

- Ensure that teaching and learning objectives are met through effective teaching, high expectations, sound learning and discipline and a purposeful working atmosphere in the classroom.
- Establish and maintain good discipline, by following the school policy for behaviour management.
- Establish a safe learning environment in which students feel safe, secure and confident.
- Use a variety of teaching methods which will foster and stimulate enthusiasm for learning and maintain motivation.
- Differentiate appropriately for all abilities in the class, setting high expectations for all but not cap student learning.
- Give clear instructions, presentations and question students effectively to ensure participation.
- Respond to all students' work effectively, in line with the school's marking policy so that students are clear about how they have achieved and their next steps.
- Keep effective records of children's progress.
- Use opportunities to develop students' personal, spiritual, social, moral and cultural development.
- Establish positive working relationships with all support staff who may work in your classroom and ensure they are informed of lesson planning and your expectations.

Agreed Whole School Procedures

As a class teacher and member of staff, you will be expected to:

- Ensure all children are treated equally, regardless of gender, social or cultural backgrounds.
- Safeguard and promote the welfare of children and young people and follow school policies and the staff code of conduct.
- Contribute to the development, implementation and evaluation of the school's policies, practices and procedures, so as to support the school's values and vision
- Make a positive contribution to the wider life and ethos of the school e.g. through being a form tutor, contributing to the enrichment curriculum
- Take part in the school's appraisal procedures

- Work with others on curriculum and pupil development to secure coordinated outcomes
- Participate in meetings at the school which relate to the curriculum for the school or the administration or organisation of the school, including pastoral arrangements.
- Attend all directed-time activities including the agreed Parents' Evening sessions.
- Keep parents informed of their child's progress during the year, through positive links with parents and reporting to them.
- Ensure that student welfare duties are carried out, including break-time duty and forward any student concerns to the relevant person.
- Look to improve performance through evaluating your own teaching critically and use this to improve your effectiveness and engage with continued professional development including feedback to/from other members of staff.
- Uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school
- Have proper and professional regard for the ethos, policies and practices of the school, and maintain high standards of attendance and punctuality

You should be familiar with the Code of Practice on the identification and assessment of Special Educational Needs, and you are expected to implement and keep records on Individual Education Plans (IEPs). You should also seek the advice of the schools Special Educational Needs Co-ordinator (SENCO) if you have concerns on a student's progress.

All staff are responsible for promoting and safeguarding the welfare of students by always ensuring compliance with the school's Safeguarding and Child Protection Policy. All staff must report any actual or potential risks to the safety or welfare of students to the Designated Safeguarding Lead.

Please note that this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the teacher will carry out. The post-holder may be required to do other duties appropriate to the level of the role, as directed by the principal or line manager.

English Teacher

School: Robert Clack School, Gosfield Road, Dagenham, RM8 1JU
Salary: Main Pay Scale/Upper Pay Scale (Inner London).
Email: mbrown@robertclack.co.uk
Website: www.robertclack.co.uk
Required: September 2026.
Interviews: To be confirmed. During May 2026.
Closing Date: 08:00am on Monday 11 May 2026.

APPOINTMENT:

We are looking for an enthusiastic and inspirational Temporary English Teacher to join our growing team in September 2026.

At Robert Clack School, we encourage pupils to develop a love of language and literature, while exploring a range of important themes and contexts. All pupils develop key skills in reading, writing, speaking and listening. They read a range of fiction and non-fiction texts, and are given the opportunity to improve their writing skills through various methods (narrative and descriptive pieces, discursive essays, letters etc.), along with speaking and listening skills via classroom activities (role play, group debate, presentations etc.).

Many pupils take part in extra-curricular activities in English such as BBC School Report, reading groups, theatre trips and poetry competitions. We also deliver intervention and revision for our students.

We are a high achieving department, that attained fantastic results in the summer. We are looking for an enthusiastic, responsive and reflective teacher to help students to continue to make progress in English.

You must be passionate about teaching and promoting a lifelong enjoyment of English. You will be expected to collaborate with colleagues in the department in planning and delivering lessons across a range of ages and abilities. You must be committed to delivering high quality teaching and learning, while securing outstanding progress for all pupils. Applications are welcomed from both Early Career Teachers and experienced teachers.

The right candidate, for us, will be someone who can demonstrate: -

- Experience and knowledge of teaching English within a secondary school (ages 11-16 essential, ages 11-18 desirable);
- Excellent curriculum knowledge and how to sequence the skills and knowledge needed;
- A record of / commitment to outstanding teaching and securing high levels of pupil progress;
- Experience of or a commitment to wider school responsibilities;
- Exceptional interpersonal and organisational skills;
- Qualified Teacher Status;
- An appreciation and an understanding of a school at the heart of the community.

Robert Clack School of Science is one of the most successful schools in the UK and we are expanding to become one of the largest schools in the UK. This is a fantastic opportunity for a talented, ambitious professional to join the dedicated teaching team within our school.

Reasons to join us:-

Our Pupils: The exemplary behaviour of our pupils is always commented upon by visitors to our school. Our pastoral system is second to none, reinforcing the values and ethos of the school. Pupils understand the importance of mutual respect, compassion for others, discipline, hard work, high expectations, and aspirations.

Success: We are hugely oversubscribed with a large Sixth Form. Through our provision of a broad and balanced curriculum, and an extensive range of extra-curricular opportunities, our pupils achieve excellent academic, social and cultural outcomes, despite living in an area of significant disadvantage. At the end of Year 13, our pupils go on to top University destinations, including Oxford and Cambridge. Many have progressed to employment via apprenticeships or in a variety of industries.

Working Conditions: Our pupils need the best quality teachers in the classroom and we support our teachers through enhanced PPA time, minimal bureaucracy, supportive departments, pastoral teams and the leadership team.

Professional Advancement: We believe in training, developing and supporting teachers and support staff. Many of our teachers trained at Robert Clack; a number are former pupils of the school, including the Headteacher. We have a Silver award for our CPD from the Teacher's Development Trust, Investors in People Bronze award and the one time that we entered the Sunday Times Best Public Sector Company we were ranked first for Leadership, My Company and Personal Growth. If you are ambitious, motivated and above all an excellent teacher, there are plenty of opportunities for you to develop at Robert Clack School.

HOW TO APPLY:

To view more information about Robert Clack School, please take a look at the school website. If you would like to apply for this position please refer to the Job Description, Person Specification and download the application form which is available with the TES. Please submit your completed application form via the TES or to:

mbrown@robertclack.co.uk

CVs only will not be accepted. They will only be accepted if accompanied by a completed application form.

REQUIRED FOR: September 2026.

APPLICATION CLOSING DATE: 08:00am on Monday 11 May 2026.

INTERVIEWS TO BE HELD: To be confirmed. During May 2026.

Robert Clack School is committed to safeguarding and promoting the welfare of children and young people. Successful applicants must be willing to undergo identity checks, an online internet search, checks with past employers and an enhanced Disclosure & Barring Service check.

Cover Supervisor

School: Robert Clack School, Gosfield Road, Dagenham, RM8 1JU
Salary: Scale 5 - £21,989 to £22,970 per annum (exact salary)
Hours: 27.5 hours per week – 8.30am-3.00pm (1-hour unpaid break) Monday to Friday, term-time only
Email: mbrown@robertclack.co.uk
Website: www.robertclack.co.uk
Required: September 2026.
Interviews: May 2026.
Closing Date: 08:00am on Tuesday 5th May 2026.

We are seeking to appoint a Cover Supervisor to work under the guidance of teaching staff to deliver cover lessons in the classroom and supervise lessons during the short and long term absence of teachers. Classes will cover a range of subjects, pupil numbers and pupil abilities. This is a good opportunity for someone looking to gain experience in a secondary school teaching environment.

The successful candidate must be proactive and able to use their initiative with regards to checking for daily cover requirements. They should also have the following skills and experience:

- Good levels of literacy and numeracy;
- A variety of communication skills to respond to the needs of individual children;
- Excellent behaviour management skills;
- Able to develop positive working relationships with pupils;
- Flexibility and adaptability;
- Able to deliver cover lessons across a range of subjects to different pupil ages and abilities;
- Patience and a calm manner.

REQUIRED FOR: September 2026.

APPLICATION CLOSING DATE: 8am on Tuesday 5 May 2026.

INTERVIEWS TO BE HELD: May 2026.

To view the Job Description, Person Specification and download an Application Form please go to www.robertclack.co.uk and click on Vacancies, Non-teaching vacancies, to access the necessary documents.

Please submit completed applications by e-mail to: mbrown@robertclack.co.uk

CV's will only be accepted if accompanied by an Application Form.

Robert Clack School is committed to safeguarding and promoting the welfare of children and young people. Successful applicants must be willing to undergo identity checks, an online internet search, checks with past employers, an online internet search and an enhanced Disclosure & Barring Service check.

Geography Subject Leader (Site)

School:	Robert Clack School, Gosfield Road, Dagenham, RM8 1JU
Salary:	Main Pay Scale/Upper Pay Scale (Inner London) plus TLR2c of £8,611 per annum.
Email:	mbrown@robertclack.co.uk
Website:	www.robertclack.co.uk
Required:	September 2026.
Interviews:	May 2026.
Closing Date:	8am on Friday 1 May 2026.

APPOINTMENT:

We are looking for an enthusiastic and inspirational Geography Subject Leader (Site) to join our Geography Department from September 2026.

Reporting to the Subject Leader, you will be appointed to hold a curriculum leader responsibility at one of our three school sites. However, all of our Subject Leader (site) TLR roles are not site specific. Therefore, it is possible that this role could be deployed to hold responsibility at any one of the three school sites in the future, if required, along with a key stage curriculum responsibility.

This role provides an exciting opportunity for an outstanding Geography Teacher who is looking for a curriculum responsibility in a large multi-site school. You must be a talented, passionate and ambitious professional. You must also be able to demonstrate a strong commitment to delivering high quality teaching and learning, whilst promoting outstanding progress for all pupils. Previous curriculum leadership experience is desirable, but we will also consider applications from highly effective classroom teachers who aspire to become part of a Geography curriculum leadership team. The school prides itself on teamwork and achievement.

From KS3 onwards, pupils participate in field work studies to enhance their understanding of the human and physical geographical environment. At KS3 pupils are taught about the earth, weather systems, environments, continents and natural hazards in order to understand how they work and how the actions of people play a fundamental role in the preservation of our planet. We ensure that pupils learn key geographical skills, which can be developed further at KS4.

At KS4, Geography is growing in popularity and the GCSE course focuses on geographical issues and an investigative approach towards the need for careful management of both human and physical environments. During their studies, pupils learn to understand different viewpoints, values and attitudes, while refining their problem solving and decision making skills, all crucial to ensuring that they are equipped with the necessary knowledge to pursue careers in industry and business.

At KS5, pupils study human and physical geography in more depth, while completing their investigations and coursework during a four-day fieldtrip.

We are looking for someone who has the following:-

- Successful experience of and a good subject knowledge of the Geography curriculum at Key

Stages 3, 4 and 5 (ages 11 to 18).

- A record of good to outstanding teaching and of securing high levels of pupil progress.
- Proven track record of good classroom practice with students obtaining excellent value added

results and GCSE and A Level grades.

- Experience of the use of assessment and data in improving pupil progress.
- Able to lead and manage staff, while working effectively and supportively within a team.
- Experience of or a commitment to wider school responsibilities.
- Exceptional interpersonal and organisational skills.
- Qualified Teacher Status.
- An appreciation and an understanding of a school at the heart of the community.
- Current or recent successful subject leadership experience (desirable).

Robert Clack School of Science is one of the most successful schools in the UK and is soon to become one of the largest schools in the UK.

Reasons to join us:-

Our Pupils: The exemplary behaviour of our pupils is always commented upon by visitors to our school. Our pastoral system is second to none, reinforcing the values and ethos of the school. Pupils understand the importance of mutual respect, compassion for others, discipline, hard work, high expectations, and aspirations.

Success: We are hugely oversubscribed with a large Sixth Form. Through our provision of a broad and balanced curriculum, and an extensive range of extra-curricular opportunities, our pupils achieve excellent academic, social and cultural outcomes, despite living in an area of significant disadvantage. At the end of Year 13, our pupils go on to top University destinations, including Oxford and Cambridge. Many have progressed to employment via apprenticeships or in a variety of industries.

Working Conditions: Our pupils need the best quality teachers in the classroom and we support our teachers through enhanced PPA time, minimal bureaucracy, supportive departments, pastoral teams and the leadership team.

Professional Advancement: We believe in training, developing and supporting teachers and support staff. Many of our teachers trained at Robert Clack; a number are former pupils of the school, including the Headteacher. We have a Silver award for our CPD from the Teacher's Development Trust, Investors in People Bronze award and the one time that we entered the Sunday Times Best Public Sector Company we were ranked first for Leadership, My Company and Personal Growth. If you are ambitious, motivated and above all an excellent teacher, there are plenty of opportunities for you to develop at Robert Clack School.

HOW TO APPLY:

To view more information about Robert Clack School, please take a look at the school website. If you would like to apply for this position, please refer to the; job description, person specification and download the application form, which is available with the TES. Please submit your completed application form via the TES or to:

eselson@robertclack.co.uk

CVs only will not be accepted. They will only be accepted if accompanied by a completed application form.

REQUIRED FOR: September 2026.

APPLICATION CLOSING DATE: 8am on Friday 1 May 2026.

INTERVIEWS TO BE HELD: During May 2026.

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Receptionist/Administrative Support

School: Sydney Russell School, Parsloes Avenue, Dagenham, RM9 5QT
Salary: APT&C Scale 4 point 7-10 (£29,775-£31,075)
Hours: 40 Hours per week term time but with agreed additional days in each holiday period of which you will receive additional pay.
Email: recruitment@sydneyrussellschool.com
Website: <https://sydneyrussellschool.com/recruitment>
Closing Date: Friday 1st May 2026

PURPOSE OF JOB:

- To greet all visitors to Sydney Russell School
- To deal with all incoming and outgoing calls for the school
- Taking and passing on of messages
- Liaising with all staff where necessary
- To record students who are late (after 9.00 am)

MAIN ACTIVITIES:

- To be front of house for all visitors to Sydney Russell School, to promote a highly professional and friendly welcoming environment.
- Ensure all visitors are registered to be in the school and are given safeguarding information
- To monitor all 6th form students, ensuring lanyards are worn.
- To oversee the main school phone, dealing with all calls, incoming and outgoing
- Once Student Marshalls have left reception, record all students who are late.
- To work extra days in each holiday period to support with students arriving and exiting school site for intervention and support the caretakers with contractors arriving and exiting school site. These days will be agreed in advance of each holiday and depending on intervention arrangements will be limited to a set number of days. There will not be a requirement to work every day in each holiday period. You will be expected to work these holiday periods on a rota basis.
- Work a 40 hour week, reception is covered from 7.30 am – 4.30 pm each day. Staff will be entitled to 1 hour break each day.

CHILD PROTECTION

- To have due regard for safeguarding and promoting the welfare of children and young people and to follow the child protection procedures adopted by Sydney Russell School

All staff are responsible for promoting and safeguarding the welfare of students by always ensuring compliance with the school's Safeguarding and Child Protection Policy. All staff must report any actual or potential risks to the safety or welfare of students to the Designated Safeguarding Lead. This document summarises the main responsibilities of the post.

REVIEW ARRANGEMENTS

The details contained in this job description reflect the content of the job at the date it was prepared. It should be remembered, however, that over time the nature of individual jobs

will change, existing duties may no longer be required and other duties may be gained without changing the general nature of the duties or the level of the responsibility entailed. All staff are required to undertake whatever else may reasonably be requested by the Principal in support of the Aims of the School. Job Descriptions are subject to annual review.

CONDITIONS OF EMPLOYMENT

The above responsibilities are subject to the general duties and responsibilities contained in the written statement of conditions of employment (The contract). The post holder is required to support and encourage the school's ethos and its objectives, policies and procedures as agreed by the governing body:

- To uphold the school's policy in respect of child protection matters
- Will be subject to the National Agreement on Pay and Conditions of Service, supplemented by local conditions as appropriate and all relevant statutory and institutional requirements
- The post holder may be required to perform any other reasonable tasks after consultation
- This Job Description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it may be so constructed
- This Job Description is not necessarily a comprehensive definition of the post. It may be subject to modification at any time after consultation with the post holder
- All staff will be expected to participate in the school's performance management scheme.

